

# FACILITATOR'S GUIDE

## CVD CASE MANAGEMENT DESKGUIDE TRAINING

Version 1. November 2013

This facilitator's guide for skill-based training in CVD-Diabetes Case Management includes how to use the case management desk guide, the health educator's desk guide, and the recording and reporting tools.

The text in blue highlights points which are likely to need adapting to your country context.

### General

1. The CVD Case Management Desk Guide used for training will help health workers to get a clearer understanding of diagnosis and treatment, which will improve their ability to provide better quality CVD care.
2. Give participants the desk guide and the training module **at least one day before** the training. Instruct them to read the desk guide in advance.
3. Every facilitator should have a copy of the facilitator's module, which is the same as the participant's module, but with additional material for answering questions.
4. Before running the workshop in your own [region/prefecture](#), you will have to participate in a workshop to observe how other facilitators run the course.
5. By being a participant before you facilitate a workshop, you will become familiar with the materials and training methods.
6. The workshop uses participatory approaches which encourage more interactive activities such as group discussion and role-play.
7. You will be a facilitator rather than a lecturer.
8. **It's strongly recommended** that the number in each workshop is between 20-30 participants. You can decide for how many days the workshop is required and feasible.

## Facilitation skills and procedures

### 1. Preparing the course

- Book the course room and all equipment and supplies needed during the course.
- During the course the facilitators are responsible for ensuring that the environment is suitable for learning. For example, make sure that the room is not too hot or too noisy, that there are tables and chairs are re-arranged for the roll-play exercises, and that the course runs to time.

### 2. Address the purpose of the training course.

Explain:

- your role as a facilitator
- that the course is designed so participants learn to do the tasks needed for the CVD programme to run properly. This means new skills, such as improved communication, improving education, and supervision quality will be taught.
- that this course is not based on lectures but on participants reading a few pages, then briefly discussing, and on practical exercises and role-plays.
- that discussion and questions are welcome and seen as an important way of learning.
- that we all have valuable experience and that it is important to learn from each other as well as from the course material.

### 3. Timekeeping

Effective timekeeping is very important for the workshop. It can be helpful for one facilitator to lead the session/discussion whilst another facilitator monitors the time. The sessions should start and finish on time, and participants should return from breaks on time.

### 4. Brief introduction and reading of each section

Refer to the specific section of the training module at the beginning of each session. Please remember the symbols:



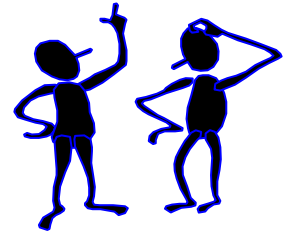
means that this section needs to be emphasised or summarised strongly



vertical lines mean that this part needs to be read by participants

## 5. Facilitating role-play

1. Inform participants that they will role-play in group of 3 or 4. Tell them that role-play can enhance their understanding of what they have just read and is the best way to teach communication skills.
2. Give clear instructions about how many participants should be in each group – this is different for different role-plays. Divide the participants into groups and make them decide who will play which role (health worker, patient, and/or treatment supporter and observer).
3. Introduce the role-play setting briefly and clearly, including time, place, people, different roles etc. Refer to the relevant pages of the desk guide if necessary. Tell them how much time is available for the role-play (e.g. around 15 minutes each). Refer to the suggested workshop timetable in the end.
4. Before starting, encourage participants to imagine the real scene, and imitate their roles' words and behaviour, fears or worries in a proper way from the perspectives of the roles played. Remind them to consider their communication skills.
5. The observer should listen and watch carefully while also glancing at the desk guide, so that they are able to give good feedback on what was good and what could be done better by the health worker.
6. Start the role-play exercises. You should walk around every group and, if necessary, guide the role-play or provide support. Make sure participants take turns in each role (health worker, patient and observer). If you find some individuals do not speak much, encourage them to participate actively.



## 6. Facilitating group discussion

- After the role-play, if you find some people are not contributing to discussions think about how you can include their opinion. Encourage them to talk.
- Aim to share experiences and ideas learnt from the teaching and role-play exercises and from the reading and each other
- After each role-play or reading session, encourage group discussion within small groups.
- Remember to give more time and opportunity for your participants to speak.

## 7. Summarising before the lunch break

- Summarise and emphasise the key points learnt each morning
- Ask participants if any questions arise and discuss them
- Do not forget to congratulate good performers
- Encourage them to engage in active learning in the afternoon sessions
- Announce the topics to be covered in the afternoon
- Do not summarise for more than 15 minutes



## 8. Summarising at the end of the day

Briefly repeat the major topics learnt today, including enhancing communication skills, educating patients, selecting and preparing patient treatment supporters, follow-up interviews with patients at their home, and reviewing patients at the CVD clinic. Use less than 20 minutes.

## 9. Immediate supervisory follow-ups

- Immediate supervisory follow-ups are very important to ensure the quality of training as both a check and a reminder. Each [region/prefecture](#) should visit all [county CVD dispensaries/facilities](#) within two weeks of completing the workshop.
- The supervisory follow-up should be carried out by trained facilitators in the [region/prefecture CVD dispensary/facility](#). Please refer to additional tools prepared by the country team [eg. the post-course supervisory check-list for details. Complete this form during the visit and give a copy to the supervised county CVD dispensary/facility before leaving.](#)
- It is natural to find problems after the training. People need time to learn and practice. Do not scold them. Give constructive feedback based on the knowledge learned from the desk guide and training module.

## Workshop timetable

Prepare a timetable (see example below)

Time	Content	Facilitator
One day prior	Prepare for the course: suitable room and equipment including writing board, pen, register book, and feedback questionnaire for trainees	
Day 1 8:30-8:40	Welcome, purpose of the training course (see p2, addressing the purpose)	
	Introduction to NCD Case Management Desk Guide	
	Session 1: Introduction	
	Session 2: Strengthening communication skills. Suggest 15-20 minutes for role-plays	
	Tea Break	
	Session 3: Educating CVD patient and choosing treatment supporters. Suggest 15 minutes for exercise 1 and 20 minutes for exercise 2	
	Feedback and Discussion. Summarise the learning points from the morning and announce the afternoon topics	
	Session 4: Educating the treatment supporter. Suggest 15 minutes each for exercise 1 and 2	
	Tea Break	
	Session 5: Following up patients at their homes	
	Session 6: Reviewing patients at the CVD clinic	
	Feedback and discussion. Announce and set the dates for the follow-up visits to <a href="#">region/county CVD dispensaries/facilities</a> within two weeks. Ask participants to complete the feedback form	

## KEY POINTS to being a good facilitator

### DO...

- Be enthusiastic
- Encourage questions
- Watch out for people who may be struggling and offer them assistance
- Always start by giving positive feedback, even if someone is having trouble. For example: “that’s a good question – many people find this bit difficult”
- Always give a positive comment before mentioning something that could be done better, then end with a general positive comment. For example, “I liked the way you listened carefully to the patients presenting symptoms before asking specific questions, but as well as the questions you did ask, also remember to ask about duration of their cough. You have to have a sympathetic manner when talking to patients.
- Be friendly and approachable
- Use words and language that everyone will understand

### DON'T...

- lecture the class in the traditional way – just introduce and briefly summarise sections of the course at the appropriate times.
- talk too much during group discussion sessions. Encourage and lead discussion amongst the participants instead.
- pull faces or show surprise if someone gets things wrong – this is very de-motivating. Instead help them to see their mistake and how to correct it.
- get distracted by other matters when the participants are working through the course – this would make you unavailable to help and you may miss the fact that someone is having difficulties